What do you think about Napoleon’s statement? How do you think this reflects on him?

3. Why did French revolutionary leaders institute the levée en masse?

The passages below discuss three additional ways Napoleon changed the world.

The Three Estates Committee of Public Safety and its aftermath?

1. The Three Estates Committee of Public Safety

2. The Three Estates Committee of Public Safety

3. The Three Estates Committee of Public Safety

4. The Three Estates Committee of Public Safety

The source of all sovereignty is essentially the nation in arms...
# Chapter 18 Resources

## SECTION RESOURCES

<table>
<thead>
<tr>
<th>Daily Objectives</th>
<th>Reproducible Resources</th>
<th>Multimedia Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION 1</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **The French Revolution Begins**  
1. Specify why social inequality and economic problems contributed to the French Revolution.  
2. Explain why radicals, Catholic priests, nobles, and the lower classes opposed the new order.  | Reproducible Lesson Plan 18–1  
Daily Lecture and Discussion Notes 18–1  
Guided Reading Activity 18–1*  
Section Quiz 18–1*  
Reading Essentials and Study Guide 18–1*  | Daily Focus Skills Transparency 18–1  
Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM*  
Presentation Plus! CD-ROM  |
| **SECTION 2**   |                        |                      |
| **Radical Revolution and Reaction**  
1. Report how radical groups and leaders controlled the Revolution.  
2. Discuss why the new French Republic faced enemies at home and abroad.  | Reproducible Lesson Plan 18–2  
Daily Lecture and Discussion Notes 18–2  
Guided Reading Activity 18–2*  
Section Quiz 18–2*  
Reading Essentials and Study Guide 18–2*  | Daily Focus Skills Transparency 18–2  
Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM*  
Presentation Plus! CD-ROM  |
| **SECTION 3**   |                        |                      |
| **The Age of Napoleon**  
1. Summarize how Napoleon built and lost an empire.  
2. Discuss how nationalism spread as a result of the French Revolution.  
3. Describe how Napoleon was exiled first to Elba, and then to St. Helena, where he died.  | Reproducible Lesson Plan 18–3  
Daily Lecture and Discussion Notes 18–3  
Guided Reading Activity 18–3*  
Section Quiz 18–3*  
Reteaching Activity 18*  
Reading Essentials and Study Guide 18–3*  | Daily Focus Skills Transparency 18–3  
Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM*  
Presentation Plus! CD-ROM  |

### Out of Time?
Assign the Chapter 18 Reading Essentials and Study Guide.
Chapter 18 Resources

INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter:

• “Two Revolutions,” by Charles McCarry, July 1989.

NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:

• Democratic Government Series, “France” (Video)

Access National Geographic’s new dynamic MapMachine Web site and other geography resources at:
www.nationalgeographic.com
www.nationalgeographic.com/maps

MEETING SPECIAL NEEDS

In addition to the Differentiated Instruction strategies found in each section, the following resources are also suitable for your special needs students:

• ExamView® Pro Testmaker CD-ROM allows teachers to tailor tests by reducing answer choices.
• The Audio Program includes the entire narrative of the student edition so that less-proficient readers can listen to the words as they read them.
• The Reading Essentials and Study Guide provides the same content as the student edition but is written two grade levels below the textbook.
• Guided Reading Activities give less-proficient readers point-by-point instructions to increase comprehension as they read each textbook section.
• Enrichment Activities include a stimulating collection of readings and activities for gifted and talented students.

KEY TO ABILITY LEVELS

Teaching strategies have been coded.

L1 BASIC activities for all students
L2 AVERAGE activities for average to above-average students
L3 CHALLENGING activities for above-average students
ELL ENGLISH LANGUAGE LEARNER activities

Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit www.wh.glencoe.com, the Web site companion to Glencoe World History. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

• Chapter Overviews • Self-Check Quizzes
• Student Web Activities • Textbook Updates

Answers to the Student Web Activities are provided for you in the Web Activity Lesson Plans. Additional Web resources and Interactive Tutor Puzzles are also available.

From the Classroom of...

Susan E. Szachowicz
Brockton High School
Brockton, Massachusetts

The Congress of Vienna Convenes

Organize the class into five groups, representing Austria, Great Britain, Russia, Prussia, and France, and direct each group to select one spokesperson to be Metternich, Castlereagh, Alexander I, Frederick William III, and Talleyrand. Provide each group with an overview of the Congress and its purpose; information specific to their country, which includes their delegate’s role at the Congress and their country’s goals, vital interests, and demands; and an outline map of Europe at the height of Napoleon’s power.

Each group should develop its lists of demands and redraw the map of Europe as it would like to see it. Then convene the Congress by having the representative from each group offer his or her proposals and maps to the entire class. Questioning and negotiating should proceed until a plan acceptable to all is developed. Finally, the class plan should be compared to the actual decision made at the Congress of Vienna with similarities and differences noted.
The Impact Today

Ask students to consider the importance of revolutions and reasons people decide to revolt against their governments. Discuss how life in the United States might be different today if the American Revolution had never happened. Would the United States still be a possession or colony of Britain? Of Spain or France?

The French Revolution and Napoleon

Key Events

As you read this chapter, look for the key events of the French Revolution and French Empire.

- The fall of the Bastille marked the beginning of the French Revolution.
- The Committee of Public Safety began the Reign of Terror.
- Napoleon Bonaparte created the French Empire.
- Allied forces defeated Napoleon at Waterloo.

The Impact Today

The events that occurred during this time period still impact our lives today.

- The French Revolution became the model for revolution in the modern world.
- The power of nationalism was first experienced during the French Revolution, and it is still powerful in existing nations and emerging nations today.
- The French Revolution spread the principles of liberty and equality, which are held dear by many nations and individuals today.

World History Video

The Chapter 18 video, "Napoleon," chronicles the rise and fall of Napoleon Bonaparte.

Reading Strategy

Two-Column Notes

This strategy helps students organize information from texts or lectures into useful study tools. Have students create a table on the Causes of Revolution with two columns. Label the left column “American Revolution” and the right column “French Revolution.” Ask students to review the causes of the American Revolution and add the information to the left column. Have them complete the French Revolution column as they study the chapter. L1

Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.
HISTORY
Chapter Overview
Visit the Glencoe World History Web site at wh.glencoe.com and click on Chapter 18–Chapter Overviews to preview chapter information.

Introducing CHAPTER 18

Chapter Objectives
After studying this chapter, students should be able to:
1. identify and explain the causes of the French Revolution;
2. explain how the French Revolution led to the end of the old regime;
3. identify and explain the causes of the Reign of Terror;
4. identify and explain the Age of Napoleon;
5. identify and describe the rise and fall of Napoleon’s empire.

Napoleon Crossing the Great St. Bernard by Jacques-Louis David

David was the leading artist of the French Revolution.

MORE ABOUT THE ART

Jacques-Louis David Napoleonic spread his image throughout Europe with copies of this portrait, commissioned in 1800, and others painted by the artist Jacques-Louis David. David had developed a neoclassical style early in his career that reflected the influence of Roman sculpture and emphasized the civic virtues of self-sacrifice and devotion to duty. After 1789, David began to paint more realistic scenes that depicted the people and events of the French Revolution. From 1799 to 1815, David was Napoleon’s official painter. During this period, he adopted a more romantic style that promoted a heroic image of France’s new leader. After Napoleon’s defeat, David was exiled to Brussels, where he died in 1825.

Dinah Zike’s Foldables are three-dimensional, interactive graphic organizers that help students practice basic writing skills, review key vocabulary terms, and identify main ideas. Have students complete the foldable activity in the Dinah Zike’s Reading and Study Skills Foldables booklet.

Time Line Activity
Have students examine the time line on these pages to understand the phases of the French Revolution. How many years passed between the beginning of the French Revolution and the execution of Louis XVI? (about 4) How many years passed between his execution and the coup d’état that toppled the French government? (about 6) How many years did Napoleon rule? (about 16)
Introducing
A Story That Matters

Depending on the ability levels of your students, select from the following questions to reinforce the reading of *A Story That Matters*.

- Do you believe the Bastille was stormed to set prisoners free, because it was a symbol of oppression, or as the first step to overthrow the French monarchy? (*Answers may vary.*)
- What is the difference between a revolt and revolution? (revolt: renouncing allegiance; armed uprising; vigorous dissent; revolution: a sudden radical, complete change; an overthrow of one government in favor of another) L1 L2

About the Art

Encourage students to study the painting of the storming of the Bastille. Divide students into two groups. Ask one group to write descriptions of the storming of the Bastille from the point of view of a common soldier defending the prison. The other group should write descriptions from the point of view of a member of the mob. L2

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**Fall of the Bastille**

On the morning of July 14, 1789, a Parisian mob of some eight thousand men and women in search of weapons streamed toward the Bastille, a royal armory filled with arms and ammunition. The Bastille was also a state prison. Although it contained only seven prisoners at the time, in the eyes of those angry Parisians it was a glaring symbol of the government’s harsh policies. The armory was defended by the Marquis de Launay and a small garrison of 114 men.

The assault began at one o’clock in the afternoon when a group of attackers managed to lower two drawbridges over the moat surrounding the fortress. The mob was joined by members of the French Guard, who began to bombard the fortress with cannon balls. After four hours of fighting, 98 attackers lay dead or dying. Only one defender had been killed.

As more attackers arrived, de Launay realized that he and his troops could not hold out much longer and surrendered. Angered by the loss of its members, the victorious mob beat de Launay to death, cut off his head, and carried it aloft in triumph through the streets of Paris.

When King Louis XVI returned to his palace at Versailles after a day of hunting, he was told about the fall of the Bastille by the duc de La Rochefoucauld-Liancourt. Louis exclaimed, “Why, this is a revolt.” “No, Sire,” replied the duke, “It is a revolution.”

**Why It Matters**

The French Revolution began a new age in European political life. The old political order in France was destroyed. The new order was based on individual rights, representative institutions, and loyalty to the nation rather than the monarch. The revolutionary upheaval of the era, especially in France, created new political ideals, summarized in the French slogan, “Liberty, Equality, and Fraternity.” These ideals transformed France, then spread to other European countries and the rest of the world.

**History and You**

Using print or Internet sources, familiarize yourself with the lyrics to *The Marseillaise*, *God Save the Queen*, and *The Star Spangled Banner*. How do they vary in subject matter, tone, theme, and style, and how are they similar? Create a chart listing your findings.
The French Revolution Begins

Main Ideas
- Social inequality and economic problems contributed to the French Revolution.
- Radicals, Catholic priests, nobles, and the lower classes opposed the new order.

Key Terms
- estate, relics of feudalism, bourgeoisie, sans-culottes

People to Identify
- Louis XVI, Olympe de Gouges

Places to Locate
- Versailles, Paris, Austria, Prussia

Preview Questions
1. How was the population of France divided into three estates?
2. How did the fall of the Bastille save the National Assembly?

Reading Strategy
Cause and Effect: As you read, use a web diagram like the one below to list the factors that contributed to the French Revolution.

Voices from the Past
A correspondent with the London Times sent this report to his newspaper editor on July 20, 1789:

"The number of armed men in Paris is supposed to amount to 300,000 men, and they called themselves the Militia. The way by which so many people have procured arms is, that all the public storehouses where weapons were lodged, have been broken open, as well as several private houses plundered, which they thought contained them. The Archbishop of Paris is among the number of those who have been sacrificed to the people's rage. He was assassinated at Versailles on Tuesday night. The city of Paris is entirely surrounded with a guard, and not a soul suffered to go out who has an appearance of wealth."

—History in the First Person, Louis L. Snyder and Richard B. Morris, eds., 1951

The correspondent may not have realized the full significance of the events he reported, but the French Revolution had begun.

Background to the Revolution
The year 1789 witnessed two far-reaching events: the beginning of a new United States of America and the beginning of the French Revolution. Compared with the American Revolution, the French Revolution was more complex, more violent, and far more radical. It tried to create both a new political order and a new

Answers to Graphic: Third Estate demands one vote per deputy → denied by king → National Assembly; relics of feudalism → popular uprising; other causes include food shortages, unemployment

Preteaching Vocabulary
Ask students to list synonyms for relic. If necessary, they may use a dictionary or thesaurus. Then, have students brainstorm some examples of what is meant by relics of feudalism.

SECTION RESOURCES
- Reproducible Masters
  - Reproducible Lesson Plan 18–1
  - Daily Lecture and Discussion Notes 18–1
  - Guided Reading Activity 18–1
  - Section Quiz 18–1
  - Reading Essentials and Study Guide 18–1

- Transparencies
  - Daily Focus Skills Transparency 18–1

Multimedia
- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
The causes of the French Revolution include both long-range problems and immediate forces. The long-range causes are to be found in the condition of French society. Before the revolution, French society was based on inequality. France’s population of 27 million was divided, as it had been since the Middle Ages, into three orders, or estates.

The Three Estates  The First Estate consisted of the clergy and numbered about 130,000 people. These people owned approximately 10 percent of the land. They were exempt from the taille (TAH•yuh), France’s chief tax. The clergy were radically divided. The higher clergy, members of aristocratic families, shared the interests of the nobility. The parish priests were often poor and from the class of commoners.

The Second Estate, the nobility, included about 350,000 people. Nobles owned about 25 to 30 percent of the land. They played an important, and even a crucial, role in French society in the eighteenth century. They held many of the leading positions in the government, the military, the law courts, and the higher church offices. Moreover, they possessed many privileges, including tax exemptions. Like the clergy, they were exempt from the taille.

The nobles sought to expand their power at the expense of the monarchy. Many nobles said they were defending liberty by resisting the arbitrary actions of the monarchy. They also sought to keep their control over positions in the military, the Church, and the government.

The Third Estate, or the commoners of society, made up the overwhelming majority of the French population. Unlike the First and Second Estates, the Third Estate was divided by vast differences in occupation, level of education, and wealth.

The peasants, who constituted 75 to 80 percent of the total population, were by far the largest segment of the Third Estate. As a group, they owned about 35 to 40 percent of the land. However, landholdings varied from area to area, and over half of the peasants had little or no land on which to survive.

Serfdom no longer existed on any large scale in France, but French peasants still had obligations to their local landlords that they deeply resented. These relics of feudalism, or aristocratic privileges, were obligations that survived from an earlier age. They included the payment of fees for the use of village facilities such as the flour mill, community oven, and winemill, as well as contributions to the clergy.

Another part of the Third Estate consisted of skilled craftspeople, shopkeepers, and other wage earners in the cities. In the eighteenth century, a rise in consumer prices that was greater than the increase in wages left these urban groups with a decline in buying power. The struggle for survival led many of these people to play an important role in the revolution, especially in Paris.

The bourgeoisie (BURZH•WAH•ZEE), or middle class, was another part of the Third Estate. This group included about 8 percent of the population, or 2.3 million people. They owned about 20 to 25 percent of the land. This group included merchants, bankers, and industrialists, as well as professional people—lawyers, holders of public offices, doctors, and writers.
Members of the middle class were unhappy with the privileges held by nobles. At the same time, they shared a great deal with the nobility. Indeed, by obtaining public offices, wealthy middle-class individuals could enter the ranks of the nobility. In the eighteenth century, thousands of new noble families were created.

In addition, both aristocrats and members of the bourgeoisie were drawn to the new political ideas of the Enlightenment. Both groups were increasingly upset with a monarchical system resting on privileges and on an old and rigid social order. The opposition of these elites to the old order ultimately led them to drastic action against the monarchy.

Financial Crisis Social conditions, then, formed a long-range background to the French Revolution. The immediate cause of the revolution was the near collapse of government finances.

The French economy, although it had been expanding for 50 years, suffered periodic crises. Bad harvests in 1787 and 1788 and a slowdown in manufacturing led to food shortages, rising prices for food, and unemployment. The number of poor, estimated by some at almost one-third of the population, reached crisis proportions on the eve of the revolution.

An English traveler noted the misery of the poor in the countryside: “All the country girls and women are without shoes or stockings; and the plowmen at their work have neither shoes nor stockings to their feet. This is a poverty that strikes at the root of national prosperity.”

In spite of these economic problems, the French government continued to spend enormous sums on costly wars and court luxuries. The queen, Marie Antoinette, was especially known for her extravagance. The government had also spent large amounts to help the American colonists against Britain.

On the verge of a complete financial collapse, the government of Louis XVI was finally forced to call a meeting of the Estates-General to raise new taxes.

Social conditions, then, formed a long-range background to the French Revolution. The immediate cause of the revolution was the near collapse of government finances.

From Estates-General to National Assembly

The Estates-General was composed of representatives from the three orders of French society. The First and Second Estates had about three hundred delegates each. The Third Estate had almost six hundred delegates, most of whom were lawyers from towns. To fix France’s financial problems, most members of the Third Estate wanted to set up a constitutional government that would abolish the tax exemptions of the clergy and nobility.

The meeting of the Estates-General opened at Versailles on May 5, 1789. It was troubled from the start with a problem about voting. Traditionally, each estate had one vote. That meant that the First and Second Estates together could outvote the Third Estate two to one.

The Third Estate demanded that each deputy have one vote. With the help of a few nobles and clerics, that would give the Third Estate a majority. The king, however, declared he was in favor of the current system, in which each estate had one vote.

The Third Estate reacted quickly. On June 17, 1789, it called itself a National Assembly and decided to draft a constitution. Three days later, on June 20, the deputies of the Third Estate arrived at their meeting place, only to find the doors locked.

The deputies then moved to a nearby indoor tennis court and swore that they would continue to meet
DIFFERENTIATED INSTRUCTION

Reading Support  Have students carefully read this section. Then, have students develop and present a newscast on the beginning of the French Revolution. The students should play roles, such as reporters, representatives of each estate, and peasants. The newscast should include: 1) a reporter describing some of France’s long-range problems, as well as some of the immediate issues that led to the revolution; 2) interviews with different representatives of the estates; 3) a reporter interviewing women on the role that they believe they should be playing in the revolution and subsequent governments; and 4) highlights of events that took place on June 20, July 14, and August 26, 1789. This type of active involvement is useful for students who need review and understanding of main ideas. L2

Critical Thinking
Guide students in a discussion of whether they believe the French Revolution was caused more by economic issues or political grievances people had against the leadership of France. L2

The Destruction of the Old Regime

The peasant revolts and fear of foreign troops had a strong effect on the National Assembly, which was meeting in Versailles. One of the assembly’s first acts was to destroy the relics of feudalism, or aristocratic privileges. On the night of August 4, 1789, the National Assembly voted to abolish the rights of landlords, as well as the financial privileges of nobles and clergy.

Declaration of the Rights of Man

On August 26, the National Assembly adopted the Declaration of the Rights of Man and the Citizen. Inspired by the American Declaration of Independence and Constitution, and the English Bill of Rights, this charter of basic liberties began with a ringing affirmation of “the natural and imprescriptible rights of man” to “liberty, property, security, and resistance to oppression.”

Reflected Enlightenment thought, the declaration went on to proclaim freedom and equal rights for all men, access to public office based on talent, and an end to exemptions from taxation. All citizens were to have the right to take part in the making of laws. Freedom of speech and the press were affirmed.
The declaration also raised an important issue. Did its ideal of equal rights for all men also include women? Many deputes insisted that it did, provided that, as one said, “women do not hope to exercise political rights and functions.”

Olympe de Gouges, a woman who wrote plays and pamphlets, refused to accept this exclusion of women from political rights. Echoing the words of the official declaration, she penned a Declaration of the Rights of Woman and the Female Citizen. In it, she insisted that women should have all the same rights as men.

She wrote:

“Believing that ignorance, omission, or scorn for the rights of woman are the only causes of public misfortunes and of the corruption of governments, the women have resolved to set forth in a solemn declaration the natural, inalienable, and sacred rights of woman in order that this declaration, constantly exposed before all the members of the society, will ceaselessly remind them of their rights and duties.”

The national holiday is a day that has special significance in the history of the nation-state. With the development of the modern nation-state, the idea of a national holiday—usually called Independence Day. The national holiday is a day that has special significance in the history of the nation-state.

In France, the fall of the Bastille on July 14, 1789, has been celebrated ever since as the beginning of the French nation-state. Independence Day in the United States is celebrated on July 4. On July 4, 1776, the Second Continental Congress approved the Declaration of Independence.

In Norway, people celebrate Constitution Day as a national holiday on May 17. On that day in 1814, Norway received a constitution, although it did not gain its independence from Sweden until 1905.

Most Latin American countries became independent of Spain or Portugal in the early nineteenth century. Mexico, for example, celebrates its Independence Day on September 16 with a colorful festival. On September 16, 1810, a crowd of local people attacked Spanish authorities in a small village north of Mexico City. They were crushed, but their action eventually led to Mexico’s independence from Spanish control in 1821.

Most nations in Africa and Asia gained their independence from Western colonial powers after World War II. India celebrates Independence Day on August 15. On that day in 1947, India won its independence from the British Empire. Some students chart their data or prepare visuals to support the evidence they find.

The National Assembly ignored her demands. (See page 995 to read excerpts from Olympe de Gouges’s Declaration of the Rights of Woman and the Female Citizen in the Primary Sources Library.)

**The King Concedes** In the meantime, Louis XVI had remained at Versailles. He refused to accept the National Assembly’s decrees on the abolition of feudalism and the Declaration of Rights. On October 5, however, thousands of Parisian women—described by one eyewitness as “detachments of women coming up from every direction, armed with broomsticks, lances, pitchforks, swords, pistols and muskets”—marched to Versailles. A delegation of the women met with Louis XVI and described how their children were starving from a lack of bread. They forced the king to accept the new decrees.

The crowd now insisted that the royal family return to Paris to show the king’s support of the National Assembly. On October 6, the family journeyed to Paris. As a goodwill gesture, Louis XVI brought along wagonloads of flour from the palace

**EXTENDING THE CONTENT**

**Revolution and Immigration** The French Revolution was one of the first revolts begun by common citizens that came to influence much of world history for the next two centuries. The Russian, Chinese, and Cuban Revolutions, and countless other revolutions and revolutionary groups were influenced and inspired by the French Revolution. Have students research one of the impacts of revolution—immigration. Have students study U.S. immigration patterns and develop explanations of the links between U.S. immigration and revolution in other countries. You might wish to have students chart their data or prepare visuals to support the evidence they find.

**Enrich**

Ask students to explain the significance of the date 1789. Then have students create a time line of the important events of 1789 discussed in this section. (1789: May 5, Meeting of Estates-General; June 17, National Assembly; June 20, Tennis Court Oath; August 4, National Assembly abolishes landlords and financial privileges; August 26, Declaration of the Rights of Man and the Citizen; October 6, Louis returns to Paris)

**Writing Activity**

Have students prepare speeches that might have been made by women organizing the march to Versailles in 1789. Speeches should include reasons for the march.

**Connecting Across Time**

The French Revolution gave rise to the concept of the modern nation-state. With the development of the modern state came the celebration of one day a year as a national holiday—usually called Independence Day. The national holiday is a day that has special significance in the history of the nation-state.

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Most nations in Africa and Asia gained their independence from Western colonial powers after World War II. India celebrates Independence Day on August 15. On that day in 1947, India won its independence from the British Empire.
The royal family and the supplies were escorted by women armed with pikes. The women sang, “We are bringing back the baker, the baker’s wife, and the baker’s boy” (the king; Marie Antoinette, the queen; and their son). The king and his family became virtual prisoners in Paris.

Church Reforms Because the Catholic Church was seen as an important pillar of the old order, it, too, was subject to change. Because of the need for money, the National Assembly seized and sold the lands of the Church.

The Church was also secularized. A new Civil Constitution of the Clergy was put into effect. Both bishops and priests were to be elected by the people and paid by the state. The French government now controlled the Church. Many Catholics became enemies of the revolution.

A New Constitution and New Fears The National Assembly completed a new constitution, the Constitution of 1791, which set up a limited monarchy. According to the constitution, there would still be a king, but a Legislative Assembly would make the laws.

The Assembly was to consist of 745 representatives. The way they were to be chosen ensured that only the more affluent members of society would be elected. Though all male citizens had the same rights, only men over 25 who paid a specified amount in taxes could vote.

DIFFERENTIATED INSTRUCTION

English Learners Encourage students to draw pictures of some of the early events of the French Revolution. Topics for drawings might include the poverty of France, Marie Antoinette and her luxuries, the meeting of the Estates-General, the Third Estate locked out of its meeting place, the Tennis Court Oath, the storming of the Bastille, the women protesting the lack of bread, the return of Louis XVI to Paris, and the war with Austria. Then have a group of students arrange the drawings in chronological order along a time line on a bulletin board. L1

Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.
By 1791, the old order had been destroyed. However, many people—including Catholic priests, nobles, lower classes suffering from a rise in the cost of living, and radicals who wanted more drastic solutions—opposed the new order. Louis XVI also made things difficult for the new government. He attempted to flee France in June 1791. He almost succeeded but was recognized, captured, and brought back to Paris.

In this unsettled situation, with a seemingly disloyal monarch, the new Legislative Assembly held its first session in October 1791. France’s relations with the rest of Europe would soon lead to the downfall of Louis XVI.

**War with Austria** Over time, some European leaders began to fear that revolution would spread to their countries. The rulers of Austria and Prussia even threatened to use force to restore Louis XVI to full power. Insulted by this threat, the Legislative Assembly declared war on Austria in the spring of 1792.

The French fared badly in the initial fighting. A frantic search for scapegoats began. One observer noted, “Everywhere you hear the cry that the king is betraying us, the generals are betraying us, that nobody is to be trusted; . . . that Paris will be taken in six weeks by the Austrians . . . we are on a volcano ready to spout flames.”

**Rise of the Paris Commune** Defeats in war, coupled with economic shortages at home in the spring of 1792, led to new political demonstrations, especially against Louis XVI. In August, radical political groups in Paris, declaring themselves a commune, organized a mob attack on the royal palace and Legislative Assembly.

Members of the new Paris Commune took the king captive. They forced the Legislative Assembly to suspend the monarchy and call for a National Convention, chosen on the basis of universal male suffrage, to decide on the nation’s future form of government. (Under a system of universal male suffrage, all adult males had the right to vote.)

The French Revolution was about to enter a more radical and violent stage. Power now passed from the Assembly to the Paris Commune. Many of its members proudly called themselves the sans-culottes, ordinary patriots without fine clothes. (They wore long trousers instead of knee-length breeches; sans-culottes means “without breeches.”) It has become customary to equate the more radical sans-culottes with working people or the poor. However, many were small traders and better-off artisans who were the elite of their neighborhoods.

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**Checking for Understanding**

1. **Define** estate, relics of feudalism, bourgeoisie, sans-culottes.
2. **Identify** Louis XVI, Tennis Court Oath, Declaration of the Rights of Man and the Citizen, Olympe de Gouges.
3. **Locate** Versailles, Paris, Austria, Prussia.
4. **Explain** why the Catholic Church was targeted for reform.
5. **List** the reasons for the near collapse of government finances in France.

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**Critical Thinking**

6. **Summarize** What were the main affirmations of the Declaration of the Rights of Man and the Citizen?
7. **Organizing Information** Equality was one of the slogans of the French Revolution. In a web diagram, identify five occasions when different groups expressed concern for equality during the revolution.

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**Analyzing Visuals**

8. **Examine** the painting of the Tennis Court Oath shown on page 550. How does David’s painting reflect the ideals of the French Revolution?

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**Writing About History**

9. **Persuasive Writing** Olympe de Gouges wrote, “ignorance, omission, or scorn for the rights of women are the only causes of public misfortune and corruption of governments.” Do you agree or disagree? Write a paragraph supporting your point of view.

---

**SECTION 1 ASSESSMENT**

1. **Key terms** are in blue.
2. Louis XVI (p. 549); Tennis Court Oath (p. 550); Declaration of the Rights of Man and the Citizen (p. 550); Olympe de Gouges (p. 551)
3. See chapter maps.
4. It was part of the old order that was being torn down.
5. The government was spending enormous sums on costly wars and court luxuries.
6. right to liberty, property, security; freedom from oppression; equal rights for all men; equal access to public office; equal, fair taxation
7. Third Estate’s call for one vote per deputy; Declaration of the Rights of Man; Declaration of the Rights of Woman; end of aristocratic privileges; peasant uprising during Great Fear
8. It appears that everyone is participating equally in the process of making policy.
9. Answers will vary. Students’ opinions should be supported by logical arguments.
Declaring the Rights of Man and the Citizen

ONE OF THE MOST IMPORTANT DOCUMENTS of the French Revolution, the Declaration of the Rights of Man and the Citizen, was adopted in August 1789 by the National Assembly.

The representatives of the French people, organized as a national assembly, considering that ignorance, neglect, and scorn of the rights of man are the sole causes of public misfortunes and of corruption of governments, have resolved to display in a solemn declaration the natural, inalienable, and sacred rights of man, so that this declaration, constantly in the presence of all members of society, will continually remind them of their rights and their duties. Consequently, the National Assembly recognizes and declares, in the presence and under the auspices of the Supreme Being, the following rights of man and citizen:

1. Men are born and remain free and equal in rights; social distinctions can be established only for the common benefit.
2. The aim of every political association is the conservation of the natural . . . rights of man; these rights are liberty, property, security, and resistance to oppression. . . .
3. Liberty consists in being able to do anything that does not harm another person . . .
4. The law is the expression of the general will; all citizens have the right to concur personally or through their representatives in its formation; it must be the same for all, whether it protects or punishes.
5. No man can be accused, arrested, or detained except in cases determined by the law, and according to the forms which it has prescribed . . .
6. No one may be disturbed because of his opinions, even religious, provided that their public demonstration does not disturb the public order established by law.
7. The free communication of thoughts and opinions is one of the most precious rights of man: every citizen can therefore freely speak, write, and print . . .
11. Any society in which guarantees of rights are not assured nor the separation of powers determined has no constitution.

—Declaration of the Rights of Man and the Citizen

1. The natural, inalienable rights of man include liberty, property, security, and resistance to oppression.
2. No person should not be arrested for religious beliefs as long as any public demonstration involving that religion does not disturb the public order.
3. The rights guaranteed in item number 2 of the Declaration of the Rights of Man and the Citizen are similar to certain rights guaranteed by the U.S. Bill of Rights, the first ten amendments to the U.S. Constitution. In the French Declaration of the Rights of Man and the Citizen, numbers 7, 10, and 11 are also similar to rights covered in the U.S. Bill of Rights.
Radical Revolution and Reaction

Main Ideas
• Radical groups and leaders controlled the Revolution.
• The new French Republic faced enemies at home and abroad.

Key Terms
factions, electors, coup d'état

People to Identify
Georges Danton, Jean-Paul Marat, Jacobins, Maximilien Robespierre

Places to Locate
Lyon, Nantes, Austrian Netherlands

Preview Questions
1. Why did a coalition of European countries take up arms against France? 2. Why did the Reign of Terror occur?

Reading Strategy
Summarizing Information As you read the section, list in a table like the one shown below the actions taken by the National Convention.

<table>
<thead>
<tr>
<th>Actions taken by the National Convention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
</tbody>
</table>

Preview of Events
1792 National Convention splits into factions
1793 King Louis XVI is executed
1794 Reign of Terror ends
1795 New constitution is created

Voices from the Past
Henry de Firmont reported on the major event of January 21, 1793:

"The path leading to the scaffold was extremely rough and difficult to pass; the King was obliged to lean on my arm, and from the slowness with which he proceeded, I feared for a moment that his courage might fail; but what was my astonishment, when arrived at the last step, he suddenly let go of my arm, and I saw him cross with a firm foot the breadth of the whole scaffold; and in a loud voice, I heard him pronounce distinctly these words: 'I die innocent of all the crimes laid to my charge; I pardon those who had occasioned my death; and I pray to God that the blood you are going to shed may never be visited on France.'"

—Eyewitness to History, John Carey, ed., 1987

The execution of King Louis XVI in 1793 pushed the French Revolution into a new radical stage.

The Move to Radicalism
The Paris Commune had forced the Legislative Assembly to call a National Convention. Before the Convention met, the Paris Commune dominated the political scene. Led by the newly appointed minister of justice, Georges Danton, the sans-culottes sought revenge on those who had aided the king and resisted the popular will. Thousands of people were arrested and then massacred.

CHAPTER 18 The French Revolution and Napoleon

SECTION RESOURCES

Reproducible Masters
• Reproducible Lesson Plan 18–2
• Daily Lecture and Discussion Notes 18–2
• Guided Reading Activity 18–2
• Section Quiz 18–2
• Reading Essentials and Study Guide 18–2

Transparencies
• Daily Focus Skills Transparency 18–2

Multimedia
• Interactive Tutor Self-Assessment CD-ROM
• ExamView® Pro Testmaker CD-ROM
• Presentation Plus! CD-ROM

CHAPTER 18 Section 2, 555–561

1 FOCUS

Section Overview
This section discusses the events that occurred during the Reign of Terror and explains how Napoleon Bonaparte was able to seize power during a coup d’état in 1799.

BELLMINGER
Skillbuilder Activity
Project transparency and have students answer questions.

Daily Focus Skills Transparency 18–2

Answers to Graphic:
1. abolished the monarchy
2. established the French Republic
3. passed a decree condemning the king to death
4. gave broad powers to the Committee of Public Safety

Preteaching Vocabulary
Have students look up the meaning of faction and use it in a sentence about a contemporary situation or personal experience.

STUDENT EDITION
UNIT 3
SUNSHINE STATE STANDARDS
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The Months of the Revolutionary Calendar
1. What is the calendar called? Calendar?
2. September 22 3. Frimaire, the month of frost
3. Because it is the hottest period in France
4. Because it is the hottest period in France
2. September 22 3. Frimaire, the month of frost
1. by having festival days at the end of the year
2. by having festival days at the end of the year
3. calendar? for the Revolutionary beginning of the year
4. October 22–November 20
2. by having festival days at the end of the year
3. calendar? for the Revolutionary beginning of the year
4. October 22–November 20

Reign of Terror
The execution of King Louis XVI in 1793 pushed the French Revolution into a new radical stage. New constitution is created in 1799.

Faction, elector, coup d'état

Multimedia
Interactive Tutor Self-Assessment CD-ROM
ExamView® Pro Testmaker CD-ROM
Presentation Plus! CD-ROM

CHAPTER 18 The French Revolution and Napoleon 555
The Fate of the King  In September 1792, the newly elected National Convention began its sessions. Although it had been called to draft a new constitution, it also acted as the sovereign ruling body of France.

The Convention was dominated by lawyers, professionals, and property owners. Two-thirds of its deputies were under the age of 45. Almost all had had political experience as a result of the revolution. Almost all distrusted the king. It was therefore no surprise that the National Convention’s first major step on September 21 was to abolish the monarchy and establish a republic, the French Republic.

That, however, was as far as members of the convention could agree. They soon split into factions (dissenting groups) over the fate of the king. The two most important factions were the Girondins (juh•RAHN•duhns) and the Mountain. Both factions were members of the Jacobin (JAH•kuh•buhn) club, a large network of political groups throughout France. The Girondins represented the provinces, areas outside the cities. Girondins feared the radical mobs in Paris and leaned toward keeping the king alive. The Mountain represented the interests of radicals in the city of Paris.

The Mountain won at the beginning of 1793 when it convinced the National Convention to pass a decree condemning Louis XVI to death. On January 21, 1793, the king was beheaded on the guillotine. Revolutionaries had adopted this machine because it killed quickly and, they believed, humanely. The execution of the king created new enemies for the revolution, both at home and abroad. A new crisis was at hand.

Crisis and Response  Disputes between Girondins and the Mountain were only one aspect of France’s domestic crisis in 1792 and 1793. Within Paris, the local government—the Commune—favored radical change and put constant pressure on the National Convention to adopt ever more radical positions. Moreover, the National Convention itself still did not rule all of France. Peasants in western France as well as inhabitants of France’s major provincial cities refused to accept the authority of the National Convention.
A foreign crisis also loomed large. The execution of Louis XVI had outraged the royalty of most of Europe. An informal coalition of Austria, Prussia, Spain, Portugal, Britain, and the Dutch Republic took up arms against France. The French armies began to fall back.

By late spring of 1793, the coalition was poised for an invasion of France. If successful, both the revolution and the revolutionaries would be destroyed, and the old regime would be reestablished. The revolution had reached a decisive moment.

To meet these crises, the National Convention gave broad powers to a special committee of 12 known as the Committee of Public Safety. It was dominated at first by Georges Danton, then by Maximilien Robespierre.

**Guided Reading Activity 18-2**

**Radical Revolution and Reaction**

**DIRECTIONS:** As you are reading the section, decide if a statement is true or false. Write **T** if the statement is true or **F** if the statement is false. For all false statements write a corrected statement.

1. The National Convention's first major step on September 21, 1792, was to reestablish the authority of King Louis XVI.
2. The political faction known as the Mountain convinced the National Convention to pass a decree condemning Louis XVI to death.
3. During the Reign of Terror, revolutionary courts were established to settle property disputes between the church and state.
4. In the new French Republic, the titles "citizen" and "citizeness" replaced "mister" and "madame."
5. In the dechristianization of France, the National Convention held a public ceremony dedicated to the worship of the monarchy.
6. Another change in French society was to no longer number years from the birth of Jesus Christ.

**Answer:** The guillotine was believed to kill quickly and humanely.

**Answer:** The Girondins represented the provinces. They feared the radical mobs in Paris and leaned toward keeping the king alive. The Mountain represented the interests of the radicals in Paris.

**EXTENDING THE CONTENT**

**Jacobins** The word Jacobin was originally used to refer to priests of the Dominican order whose first religious house in Paris was on the Rue St. Jacques. When the radical group made up of Robespierre, Marat, and others met in a former Dominican religious house, the French radicals became known as Jacobins. Today the word is used to refer to people with radical views. The Jacobins wore a bonnet rouge or red liberty cap to their meetings. The cap was modeled after the headdress worn by slaves in the Roman Empire who had gained their freedom. The cap became a symbol of loyalty to the French Revolution and became the obligatory headgear of all French patriots.
Critical Thinking
Ask students to name some of the tactics of the Reign of Terror. (executions, military force, change in language [citizen, citizenship], new schools). Then ask students if they can think of any other historical periods when such tactics were used. (Answers may include the Russian Revolution and the Chinese cultural revolution under Mao Zedong.) L3

Enrich
Have students create a time line of significant events that occurred between 1792 and 1799. Ask students to write a paragraph describing each event and its impact. L1

Writing Activity
In 1792, the National Convention abolished the monarchy and established the French Republic. Have students write an essay in which they trace the process by which democratic-republican government evolved. Students should identify the beginnings of this form of government in classical Greece and Rome and then trace its evolution through developments in England and the Enlightenment. L2

The Way It Was

Young people in . . .

Revolutionary France
In 1794, deputies in the National Convention proposed a new military school that would train several thousand young males aged 16 and 17 in the arts of war and the love of country. A few months later, the École de Mars, or School of Mars (the Roman god of war), opened on the outskirts of Paris.

Much was expected of the 3,400 young recruits. They were expected to maintain high moral standards and become enthusiastic patriots. Students, however, ignored discipline and expressed the desire to return home. After the death of Robespierre, authorities shut the school down. The plan to train young people in a few weeks to be dedicated patriots had failed.

At the same time, many of these youths now became part of the reaction against the Reign of Terror. They formed what were called “golden youth,” gangs of young men who attacked Jacobins and destroyed public statues of revolutionary figures, such as Jean-Paul Marat.

For many young people who had shared in the revolutionary enthusiasm, however,

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Philosophy The ideas of John Locke and Jean-Jacques Rousseau had a strong influence on leaders of the French Revolution. Ask students to research and write reports on Locke’s Two Treatises on Government and Rousseau’s The Social Contract. Students should summarize the philosophy of each work and discuss specific evidence that each influenced the French Revolution. Is one philosophy more evident than the other in the actions of French leaders? In what ways did the French fail to implement each philosophy correctly? Did leaders abuse the philosophy or take it too far? Did they lose sight of the philosophy altogether? Have students identify the impact of the political and legal ideas contained in Locke’s Two Treatises. L3

Crushing Rebellion Revolutionary armies were set up to bring rebellious cities back under the control of the National Convention. The Committee of Public Safety decided to make an example of Lyon. Some 1,880 citizens of that city were executed. When guillotining proved too slow, grapeshot (a cluster of small iron balls) was used to shoot the condemned into open graves. A German observer noted the terror of the scene:

“Whole ranges of houses, always the most handsome, burnt. The churches, convents, and all the dwellings of the former patricians were in ruins. When I came to the guillotine, the blood of those who had been executed a few hours beforehand was still running in the street . . . I said to a group of sans-culottes that it would be decent to clear away all this human blood. Why should it be cleared? one of them said to me. It’s the blood of aristocrats and rebels. The dogs should lick it up.”

In western France, too, revolutionary armies were brutal in defeating rebel armies. The commander of the revolutionary army ordered that no mercy be given: “The road is strewn with corpses. Women, priests, monks, children, all have been put to death. I have spared nobody.” Perhaps the most notorious act of violence occurred in Nantes, where victims were executed by being sunk in barges in the Loire River.

People from all classes were killed during the Terror. Clergy and nobles made up about 15 percent of the victims, while the rest were from the bourgeoisie and peasant classes. The Committee of Public Safety held that all this bloodletting was only temporary. Once the war and domestic crisis were over, the true “Republic of Virtue” would follow, and the Declaration of the Rights of Man and the Citizen would be fully realized.

The Republic of Virtue Along with the terror, the Committee of Public Safety took other steps both to control France and to create a new order, called by
Robespierre the Republic of Virtue—a democratic republic composed of good citizens. In the new French Republic, the titles “citizen” and “citizenship” had replaced “mister” and “madame.” Women wore long dresses inspired by the clothing worn in the great republic of ancient Rome.

By spring 1793, the Committee was sending “representatives on mission” as agents of the central government to all parts of France to implement laws dealing with the wartime emergency. A law aimed at primary education for all was passed but not widely implemented. Slavery was abolished in France’s colonies.

The committee also attempted to provide some economic controls by establishing price limits on goods considered necessities, ranging from food and drink to fuel and clothing. The controls failed to work very well, since the government lacked the machinery to enforce them.

In 1789, it had been a group of women who convinced Louis XVI to return to Paris from Versailles. Women remained actively involved in the revolution, even during its more radical stage. Women observed sessions of the National Convention and made their demands known to those in charge. In 1793, two women founded the Society for Revolutionary Republican Women. This Parisian group, which was mainly composed of working-class women, stood ready to defend the new French Republic. Many men, however, continued to believe that women should not participate in political or military affairs.

In its attempts to create a new order that reflected its belief in reason, the National Convention pursued a policy of dechristianization. The word saint was removed from street names, churches were pillaged and closed by revolutionary armies, and priests were encouraged to marry. In Paris, the cathedral of Notre Dame was designated a “temple of reason.” In

the reaction against the Reign of Terror was a disaster. One good example is Marc-Antoine Jullien. At 18, he had been an assistant to Robespierre. After the execution of Robespierre, he was hunted down and put in prison for two years.

While in prison, Jullien wrote a diary expressing the hardships of a young revolutionary who had grown old before his time. He wrote: “I was born in a volcano, I lived in the midst of its eruption. I will be buried in its lava.” He expressed his pain: “My life is a dark and terrible story, but one that is touching and educational for inexperienced youth.”

When Jullien was released from prison, he wrote, “I am leaving, I never wish to see Paris again, I want cows and milk. I am twenty-one years old, may the dawn of my life no longer be clouded by dark images.”

Disillusioned by his troubles, Jullien came to long for a savior who would restore the freedom of the republic. When Napoleon came along, he believed that he had found his savior.
November 1793, a public ceremony dedicated to the worship of reason was held in the former cathedral. Patriotic maidens in white dresses paraded before a temple of reason where the high altar had once stood.

Another example of dechristianization was the adoption of a new calendar. Years would no longer be numbered from the birth of Christ but from September 22, 1792—the first day of the French Republic. The calendar contained 12 months. Each month consisted of three 10-day weeks, with the tenth day of each week a day of rest. This eliminated Sundays and Sunday worship services, as well as church holidays.

The anti-Christian purpose of the calendar was reinforced in the naming of the months of the year. The months were given names that were supposed to invoke the seasons, the temperature, or the state of the vegetation (for example, the month of Vendémiaire, or “seed time”). As Robespierre came to realize, however, dechristianization failed to work because France was still overwhelmingly Catholic.

End of the Terror By the summer of 1794, the French had largely defeated their foreign foes. There was less need for the Reign of Terror, but it continued nonetheless. Robespierre, who had become very powerful, was obsessed with ridding France of all its corrupt elements. Only then could the Republic of Virtue follow.

Many deputies in the National Convention who feared Robespierre decided to act. They gathered enough votes to condemn him, and Robespierre was guillotined on July 28, 1794.

After the death of Robespierre, revolutionary fervor began to cool. The Jacobins lost power and more moderate middle-class leaders took control. Much to the relief of many in France, the Reign of Terror came to a halt.

The Directory

With the terror over, the National Convention reduced the power of the Committee of Public Safety. Churches were allowed to reopen for public worship. In addition, a new constitution was created in August 1795 that reflected the desire for more stability.

In an effort to keep any one governmental group from gaining control, the Constitution of 1795 established a national legislative assembly consisting of two chambers: a lower house, known as the Council of 500, which initiated legislation; and an upper house, the Council of Elders, which accepted or rejected the
proposed laws. The 750 members of the two legislative bodies were chosen by electors (individuals qualified to vote in an election). The electors had to be owners or renters of property worth a certain amount, a requirement that limited their number to 30,000.

From a list presented by the Council of 500, the Council of Elders elected five directors to act as the executive committee, or Directory. The Directory, together with the legislature, ruled. The period of the revolution under the government of the Directory (1795–1799) was an era of corruption and graft. People reacted against the sufferings and sacrifices that had been demanded in the Reign of Terror. Some of them made fortunes in property by taking advantage of the government’s severe money problems.

At the same time, the government of the Directory was faced with political enemies. Royalists who desired the restoration of the monarchy, as well as radicals unhappy with the turn toward moderation, plotted against the government. The Directory was unable to find a solution to the country’s continuing economic problems. In addition, it was still carrying on wars left from the Committee of Public Safety.

Increasingly, the Directory relied on the military to maintain its power. In 1799, a coup d'état (koo day•TAH), a sudden overthrow of the government, led by the successful and popular general Napoleon Bonaparte, toppled the Directory. Napoleon seized power.

### Reading Check

**Choice:** The new government had a legislative assembly with two chambers and an executive committee called the Directory.

**L1/ELL**

**Reading Essentials and Study Guide 18–2**

**Answer:** The Directory’s era was one of corruption and graft. It was faced with political enemies, was unable to find a solution to the country’s economic problems, was still carrying on wars left from the Committee of Public Safety, and it relied increasingly on the military to maintain its power. Napoleon was a successful and popular general.

### L1/ELL

**Reading Check**

**Answer:** The new government had a legislative assembly with two chambers and an executive committee called the Directory.

### Reteaching Activity

Ask students to discuss the significance of the National Convention, the death of Louis XVI, Jacobins, Robespierre, Reign of Terror, and Directory. **L1**

### 4 CLOSE

Ask students to list and evaluate the effects of the French Revolution. **L2**
**TEACH**

**Interpreting Graphs**  Count the number of students who usually travel to school on foot, by bicycle, on a school bus, by public transportation, or by car. Note the results on the chalkboard and call on volunteers to convert these numbers into percentages. Next, draw a circle on the chalkboard and explain that the circle represents the whole class, or 100 percent. Divide the circle into sections to represent the percentages of the subgroups. Have students note how the circle illustrates the relationship of the parts to the whole. L1

**Additional Practice**

**Skills Reinforcement Activity 18**

<table>
<thead>
<tr>
<th>Page</th>
<th>Skillbuilder Interactive Workbook, Level 2</th>
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<tbody>
<tr>
<td>L1</td>
<td>Glencoe Skillbuilder Interactive Workbook</td>
</tr>
</tbody>
</table>

**GLENCOE TECHNOLOGY**

**CD-ROM**

Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2

This interactive CD-ROM reinforces student mastery of essential social studies skills.

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**Why Learn This Skill?**

Graphs are one method of illustrating dates, facts, and figures. With a graph, you can compare change or differences easily. For example, your parents say you are spending too much money on clothes. You disagree, but they show you a bar graph of your weekly expenses. The bar for each week shows how the money you have spent on clothes is higher than the week before. With a quick glance, you immediately see that they are right. You decide to make a graph of your own to show them how your allowance is not keeping up with inflation.

**Learning the Skill**

There are basically three types of graphs:

- **Circle graphs** They look like a pizza that has been divided into different size slices. They are useful for showing comparisons and percentages.
- **Bar graphs** Individual bars are drawn for each item being graphed. The length of the bars easily illustrates differences or changes over time.
- **Line graph** Each item is indicated by a point on the graph. The points are then connected by a line. You can tell how values have changed by whether the line is going up or down.

Most graphs also use words to identify or label information. The steps below will help you interpret graphs.

- **Read the title** If the graph is called “Randy’s Weekly Clothing Expenses,” then it will be plotting Randy’s expenses every week.
- **Read the captions and text** In Randy’s graph, each bar would be captioned with a weekly date, and the amounts that each bar represents would be clearly marked.
- **Determine the relationships among all sections of the graph** By looking at each bar, you can see the amount spent for that week. By comparing the bars with each other, you can see how Randy’s expenses have changed from week to week.

**Practicing the Skill**

The circle graph above visually compares the length of time for different periods discussed in this chapter. Study the graph and answer the following:

1. What was the longest of the six periods of the French Revolution?
2. What was the shortest period?
3. About what percentage of the total time did Napoleon rule France (he ruled during the Consulate and Empire)?
4. About what percentage of the time did the Directory rule?

**Applying the Skill**

Pick a recent day and make a list of all of your activities in a 24-hour period. Now create a circle graph that shows the division of the day.

Glencoe’s Skillbuilder Interactive Workbook, Level 2, provides instruction and practice in key social studies skills.

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**ANSWERS TO PRACTICING THE SKILL**

1. The Empire was the longest of the six periods.
2. The Legislative Assembly was the shortest period.
3. Napoleon ruled approximately 55 to 60 percent of the time during the Consulate and Empire.
4. The Directory ruled for approximately 17 percent (one-sixth) of this time.

**Applying the Skill:** Students will make circle graphs. Ask students to share their graphs with the class, either in small groups or with the entire class, depending upon time constraints.
The Age of Napoleon

Main Ideas
- Napoleon built and lost an empire.
- Nationalism spread as a result of the French Revolution.
- Napoleon was exiled first to Elba, and then to St. Helena, where he died.

Key Terms
- consulate, nationalism

People to Identify
- Napoleon Bonaparte, Anne-Louise-Germaine de Staël, Duke of Wellington

Places to Locate
- Corsica, Moscow, Elba, Waterloo

Preview Questions
1. Why did Napoleon want to stop British goods from reaching Europe?  
2. What were two reasons for the collapse of Napoleon’s empire?

Preview of Events
- 1799: Napoleon takes part in coup d’état  
- 1804: Napoleon is crowned emperor  
- 1805: French are defeated at Trafalgar  
- 1815: Napoleon is defeated at Waterloo

Napoleon once wrote:

“... But let that impatiently awaited savior give a sudden sign of his existence, and the people’s instinct will divine him and call upon him. The obstacles are smoothed before his steps, and a whole great nation, flying to see him pass, will seem to be saying: ‘Here is the man.’... A consecutive series of great actions never is the result of chance and luck; it always is the product of planning and genius. Great men are rarely known to fail in their most perilous enterprises... Is it because they are lucky that they become great? No, but being great, they have been able to master luck.”

—The Mind of Napoleon, J. Christopher Herold, 1955

Napoleon possessed an overwhelming sense of his own importance. He was convinced that he was the man of destiny who would save the French people.

The Rise of Napoleon

Napoleon Bonaparte dominated French and European history from 1799 to 1815. In a sense, he brought the French Revolution to an end in 1799, but he was also a child of the revolution. The French Revolution made possible his rise first in the military and then to supreme power in France. Indeed, Napoleon once said, “I am the revolution.” He never ceased to remind the French that they owed to him the preservation of all that was beneficial in the revolutionary program.

Early Life
Napoleon was born in 1769 in Corsica, an island in the Mediterranean Sea, only a few months after France had annexed the island. He was the son of a lawyer whose family came from the Florentine nobility. The young Napoleon...
I. The Rise of Napoleon

Napoleon Bonaparte was born in 1769 on the Mediterranean island of Corsica. He received a royal scholarship to study at a military school in France. Napoleon’s education in French military schools led to his commission in 1785 as a lieutenant in the French army. He was not well liked by his fellow officers because he was short, spoke with an Italian accent, and had little money.

For the next seven years, Napoleon read the works of the philosophers and educated himself in military matters by studying the campaigns of great military leaders from the past. The revolution and the European war that followed gave him new opportunities to use his knowledge.

Military Successes

Napoleon rose quickly through the ranks of the French army. In 1792, he became a captain. Two years later, at the age of only 24, he was made a brigadier general by the Committee of Public Safety. In 1796, he was made commander of the French armies in Italy, where he used speed, deception, and surprise to win a series of victories.

Throughout his Italian campaigns, Napoleon won the confidence of his men with his energy, charm, and ability to make quick decisions. These qualities, combined with his keen intelligence, ease with words, and supreme confidence in himself, enabled him to influence people and win their firm support.

In 1802, Napoleon was made consul for life. Two years later, at the age of 34, he became consul for life and was given power to rule France until his death. Napoleon saw himself on the model of the Roman caesars.

In 1804, Napoleon made himself consul for life, and in 1805 he had himself crowned Emperor Napoleon I.

Critical Thinking

Ask students to discuss the apparent contradiction between Napoleon having himself crowned emperor and his creation of the Napoleonic Code, which recognized the principle of equality of all citizens.

Reading Strategy

Identifying Cause and Effect

Napoleon is the archetype for the “great man on a horse” figure—the leader people are ready to give absolute authority to in a crisis. Discuss with students the effects the loss of World War I and the experience of the Great Depression had on Italy and Germany. What “great man on a horse” surfaced in those countries? (Mussolini and Hitler are extreme examples of “the great man on a horse” leader.) Ask students to consider what effect the Great Depression had on leadership in the United States. (In his first term as president, Roosevelt received unusual cooperation from the United States Congress.)
Napoleon’s Domestic Policies

Napoleon once claimed that he had preserved the gains of the revolution for the French people. The ideal of republican liberty had, of course, been destroyed by Napoleon’s takeover of power. However, were the ideals of the French Revolution maintained in other ways? An examination of his domestic policies will enable us to judge the truth or falsehood of Napoleon’s claim.

Peace with the Church

One of Napoleon’s first moves at home was to establish peace with the oldest enemy of the revolution, the Catholic Church. Napoleon himself had no personal religious faith. He was an eighteenth-century believer in reason who regarded religion at most as a convenience. In Egypt, he called himself a Muslim; in France, a Catholic. However, he saw the need to restore stability to France, and most of the French were Catholic.

In 1801, Napoleon made an agreement with the pope. The agreement recognized Catholicism as the religion of a majority of the French people. In return, the pope agreed not to ask for the return of the church lands seized in the revolution.

With this agreement, the Catholic Church was no longer an enemy of the French government. At the same time, those who had brought church lands during the revolution became avid supporters of the Napoleonic regime.

Codification of the Laws

Napoleon’s most famous domestic achievement was his codification of the laws. Before the revolution, France did not have a single set of laws but rather had almost 300 different legal systems. During the revolution, efforts were made to prepare a single law code for the entire nation. However, it remained for Napoleon to bring the work to completion in seven codes of law.

The most important of the codes was the Civil Code, or Napoleonic Code. This code preserved most of the gains of the revolution by recognizing the principle of the equality of all citizens before the law, the right of the individual to choose a profession, religious toleration, and the abolition of serfdom and feudalism. Property rights continued to be carefully protected, and the interests of employers were safeguarded by outlawing trade unions and strikes.

The rights of some people were strictly curtailed by the Civil Code, however. During the radical phase of the French Revolution, new laws had made divorce an easy process for both husbands and wives and had allowed all children (including daughters) to inherit property equally. Napoleon’s Civil Code undid these laws.

Divorce was still allowed, but the Civil Code made it more difficult for women to obtain divorces. Women were now “less equal than men” in other ways as well. When they married, their property was brought under the control of their husbands. In lawsuits, they were treated as minors, and their testimony was regarded as less reliable than that of men.

A New Bureaucracy

Napoleon also developed a powerful, centralized administrative machine. He worked hard to develop a bureaucracy of capable officials. Early on, the regime showed that it cared little whether the expertise of officials had been gained in royal or revolutionary bureaucracies. Promotion, whether in civil or military offices, was to be based not on rank or birth but on ability only. Opening government careers to individuals based on their ability was one change the middle class had wanted before the revolution.

Napoleon also created a new aristocracy based on merit in the state service. Napoleon created 3,263 nobles between 1808 and 1814. Nearly 60 percent were military officers, while the remainder came from the upper ranks of the civil service and other state and local officials. Socially, only 22 percent of Napoleon’s aristocracy came from the nobility of the old regime. Almost 60 percent were middle class in origin.

French marriage ceremony, nineteenth century

COOPERATIVE LEARNING ACTIVITY

Creating an Oral Report

Organize the class into groups to research the changes Napoleon brought to France and whether these changes are still in effect. Assign each group one of the following topics: restructuring of government, educational system, financial system, legal system (Napoleonic Code), and Concordat of 1801, the agreement Napoleon made with the pope. Have each group present an oral report of its findings to the class. Encourage groups to use charts, graphs, and pictures to illustrate their reports. Some students may wish to make a multimedia presentation using software programs suitable to the project. After groups have given their reports, encourage a class discussion about Napoleon’s impact on France.

Writing Activity

Ask students to research and write an essay on one of the following two topics. They can either: 1) assess the ways in which Napoleon fulfilled the ideals of the French Revolution; or 2) assess the ways in which Napoleon betrayed the ideals of the revolution. Have students alternate the reading of their essays between the two topics. You might also wish to stage a class debate on this topic.

Enrich

Ask students to list and discuss possible reasons for the Catholic Church’s decision to give up its claim to lands in France in 1801. Ask: How did Napoleon benefit from this agreement? (helped bring stability, put Catholic Church on his side, new landholders supported him)
Preserver of the Revolution? In his domestic policies, then, Napoleon did preserve aspects of the revolution. The Civil Code preserved the equality of all citizens before the law. The concept of opening government careers to more people was another gain of the revolution that he retained.

On the other hand, Napoleon destroyed some revolutionary ideas. Liberty was replaced by a despotism that grew increasingly arbitrary, in spite of protests by such citizens as the prominent writer Anne-Louise-Germaine de Staël. Napoleon shut down 60 of France’s 73 newspapers. He insisted that all manuscripts be subjected to government scrutiny before they were published. Even the mail was opened by government police.

Critical Thinking
Napoleon tried to spread the principles of the French Revolution throughout his empire, including the principles of equality, religious toleration, and economic freedom. Ask students to identify which principle Napoleon is emphasizing in his advice to his brother Jerome. Have students refer specifically to his words to support their answers. (equality; says commoners should have the same rights as nobles, hierarchy should be abolished) L2

Writing Activity
Have students write a brief essay in which they analyze the French Empire by describing its political and economic impact on other European states. L1

Napoleon’s Empire
Napoleon is, of course, known less for his domestic policies than for his military leadership. His conquests began soon after he rose to power.

Building the Empire
When Napoleon became consul in 1799, France was at war with a European coalition of Russia, Great Britain, and Austria. Napoleon realized the need for a pause in the war. He remarked that “the French Revolution is not finished so long as the scourge of war lasts. . . . I want peace, as much to settle the present French government, as to save the world from chaos.”

Napoleon achieved a peace treaty in 1802, but it did not last long. War was renewed in 1803 with Britain. Gradually, Britain was joined by Austria, Russia, Sweden, and Prussia. In a series of battles at Ulm, Austerlitz, Jena, and Eylau from 1805 to 1807, Napoleon’s Grand Army defeated the Austrian, Prussian, and Russian armies. Napoleon now had the opportunity to create a new European order.

From 1807 to 1812, Napoleon was the master of Europe. His Grand Empire was composed of three major parts: the French Empire, dependent states, and allied states.

The French Empire was the inner core of the Grand Empire. It consisted of an enlarged France extending to the Rhine in the east and including the western half of Italy north of Rome.

Dependent states were kingdoms under the rule of Napoleon’s relatives. These came to include Spain, Holland, the kingdom of Italy, the Swiss Republic, the Grand Duchy of Warsaw, and the Confederation of the Rhine (a union of all German states except Austria and Prussia).

Allied states were those defeated by Napoleon and forced to join his struggle against Britain. The allied states included Prussia, Austria, Russia, and Sweden.

Spreading the Principles of the Revolution
Within his empire, Napoleon sought to spread some of the principles of the French Revolution, including legal equality, religious toleration, and economic freedom. He explained to his brother Jerome after he had made Jerome king of Westphalia:

What the peoples of Germany desire most impatiently is that talented commoners should have the same right to your esteem and to public employments as the nobles, that any trace of servitude and of an intermediate hierarchy between the sovereign and the lowest class of the people should be completely abolished. The benefits of the Code Napoleon, the publicity of judicial procedure, the creation of juries must be so many distinguishing marks of your monarchy. . . . The peoples of Germany, the peoples of France, of Italy, of Spain all desire equality and liberal ideas. . . . the buzzing of the privileged classes is contrary to the general opinion. Be a constitutional king.

DIFFERENTIATED INSTRUCTION
Reading Support Tell students that the composer Beethoven had initially greatly admired Napoleon, seeing the general as the embodiment of the spirit of the French Revolution. Beethoven originally dedicated his Third Symphony to Napoleon. He retracted the dedication when Napoleon proclaimed himself emperor, renaming the work “Heroic Symphony to celebrate the memory of a great man.” It has become known as the Eroica. Have students who are strong auditory/musical learners listen to the Third Symphony. Have them select segments that they feel especially express the spirit of Napoleonic or revolutionary France and play these for the rest of the class. L1 L2
The European Response

Like Hitler 130 years later, Napoleon hoped that his Grand Empire would last for centuries. Like Hitler’s empire, it collapsed almost as rapidly as it had been formed. Two major reasons help to explain this: the survival of Great Britain and the force of nationalism.

Britain’s Survival

Britain’s survival was due primarily to its sea power. As long as Britain ruled the waves, it was almost invulnerable to military attack.

COOPERATIVE LEARNING ACTIVITY

Creating a Newspaper

Have the class work together to plan the front page of the *Napoleonic Times*, a newspaper chronicling the events of Napoleon’s rule, beginning in 1799. After students have read Section 3, organize them into groups and have each group list the stories and visuals they would put on the front page. Students may get ideas for visuals from illustrations in Chapter 18. Groups can decide which event gets the top headline and where the other lead articles and visuals should go. Then, as a class, have groups decide on final placement of stories and visuals.

L2

For grading this activity, refer to the *Performance Assessment Activities* booklet.

Critical Thinking

Have students label two columns “Positive” and “Negative” on a sheet of paper. Ask students to list Napoleon’s actions as both a government leader and a general, placing the specific actions under the appropriate heading. Some actions may be viewed as both positive and negative. (Example: Positive: replaced turmoil of revolution with orderly government; Negative: put himself as head of a dictatorship.) L3
Napoleon hoped to invade Britain and even collected ships for the invasion. The British navy’s decisive defeat of a combined French-Spanish fleet at Trafalgar in 1805 destroyed any thought of an invasion, however.

Napoleon then turned to his Continental System to defeat Britain. The aim of the Continental System was to stop British goods from reaching the European continent to be sold there. By weakening Britain economically, Napoleon would destroy its ability to wage war.

The Continental System, too, failed. Allied states resented being told by Napoleon that they could not trade with the British. Some began to cheat. Others resisted. Furthermore, new markets in the Middle East and in Latin America gave Britain new outlets for its goods. Indeed, by 1809–1810, British overseas exports were at near-record highs.

Nationalism A second important factor in the defeat of Napoleon was nationalism. Nationalism is the unique cultural identity of a people based on common language, religion, and national symbols. The spirit of French nationalism had made possible the mass armies of the revolutionary and Napoleonic eras. However, Napoleon’s spread of the principles of the French Revolution beyond France indirectly brought a spread of nationalism as well.

The French aroused nationalism in two ways. First, they were hated as oppressors. This hatred stirred the patriotism of others in opposition to the French. Second, the French showed the people of Europe what nationalism was and what a nation in arms could do. It was a lesson not lost on other peoples and rulers.

The Fall of Napoleon

The beginning of Napoleon’s downfall came in 1812 with his invasion of Russia. Within only a few years, the fall was complete.

Disaster in Russia The Russians had refused to remain in the Continental System, leaving Napoleon with little choice but to invade. He knew the risks in invading such a large country. However, he also knew that if the Russians were allowed to challenge the Continental System unopposed, others would soon follow suit.

In June 1812, a Grand Army of over six hundred thousand men entered Russia. Napoleon’s hopes for victory depended on a quick defeat of the Russian armies. The Russian forces, however, refused to give battle. They retreated for hundreds of miles. As they retreated, they burned their own villages and countryside to keep Napoleon’s army from finding food. When the Russians did stop to fight at Borodino, Napoleon’s forces won an indecisive and costly victory.

When the remaining Grand Army arrived in Moscow, they found the city ablaze. Lacking food

The Crossing of the Beresina by January Suchodolsky shows Napoleon’s Grand Army in full retreat from Russia.
The Final Defeat  The new king had little support, and Napoleon, bored on the island of Elba, slipped back into France. Troops were sent to capture him. Napoleon opened his coat and addressed them: “Soldiers of the 5th regiment, I am your Emperor. . . . If there is a man among you [who] would kill his Emperor, here I am!”


The powers that had defeated Napoleon pledged once more to fight this person they called the “Enemy of the Tranquility of the World.” Napoleon raised yet another army and moved to attack the nearest allied forces stationed in Belgium.

At Waterloo in Belgium on June 18, 1815, Napoleon met a combined British and Prussian army under the Duke of Wellington and suffered a bloody defeat. This time, the victorious allies exiled him to St. Helena, a small island in the South Atlantic. Only Napoleon’s memory would continue to haunt French political life.

SECTION 3 ASSESSMENT

Checking for Understanding

1. Define consulate, nationalism.
2. Identify Napoleon Bonaparte, Civil Code, Anne-Louise-Germaine de Staël, Duke of Wellington.
3. Locate Corsica, Moscow, Elba, Waterloo.
4. Explain how nationalism contributed to Napoleon’s defeat. Be sure to discuss how French nationalism produced nationalism outside of France.
5. List the powers Napoleon exercised as first consul.

Critical Thinking

6. Describe How did the principles of the French Revolution spread throughout Europe?
7. Sequencing Information Using a diagram like the one below, identify the reasons for the rise and fall of Napoleon’s Grand Empire.

Analyzing Visuals

8. Examine the portrait shown on page 545 of your text. Napoleon commissioned this painting in 1800. How does David portray Napoleon, and why do you think Napoleon wanted artists to produce portraits like the one created by David?

Writing About History

9. Persuasive Writing In your opinion, was Napoleon an enlightened ruler or a tyrant? Write a position paper supporting your view. Include information on Napoleon’s Civil Code.

SECTION 3 ASSESSMENT

1. Key terms are in blue.
2. Napoleon Bonaparte (p. 563); Civil Code (p. 565); Anne-Louise-Germaine de Staël (p. 566); Duke of Wellington (p. 569)
3. See chapter maps.
4. Conquered people were brought together in their hatred for their French oppressors.
5. appointed bureaucrats, controlled army, conducted foreign affairs, influenced legislature
6. Within his empire, Napoleon ended special privileges of nobility, clergy; appointed people based on talent; and decreed legal equality and religious tolerance.
7. Rise: military genius, peace with Catholics, Civil Code, turned conquered into allies; Fall: nationalism, survival of Britain, failure of Continental System, invasion of Russia
8. as a romantic hero; answers will vary
9. Answers should be supported by logical arguments and facts from this chapter.
CHAPTER 18
Assessment and Activities

Using Key Terms

Reviewing Key Facts
9. document adopted in August 1789 by the National Assembly that proclaims freedom and equal rights for all
10. the fall of the Bastille
11. abolished the privileges of the aristocracy and clergy, adopted the Declaration of the Rights of Man, created a new constitution limiting the monarchy, seized control of Church property
12. Answers may include a radical element controlled the National Convention and condemned the king.
13. They murdered their opponents. Others feared Robespierre's power and had him executed.
14. He emerged as first consul, then consul for life, and finally emperor.
15. Other nations feared that the rebellions and uprisings would spread to their countries.
16. to weaken Britain economically so it could no longer wage war; Britain opened new trade markets and allies of France circumvented the system
17. Russian tactic of retreating and destroying areas caused French to starve; harsh winter further hurt French army.

Chapter Summary
The French Revolution was one of the great turning points in history. The years from 1789 to 1815 in France were chaotic, and change came in unexpected ways. The chart below will help you understand and remember some of the major events of this time and the changes they caused.

Using Key Terms
1. Aristocratic privileges, or _____, were obligations of the French peasants to local landlords.
2. From the period of the Middle Ages until the creation of the French Republic, France's population was divided into three orders or _____.
3. Members of the French middle class, the _____, were part of the Third Estate.
4. Members of the Paris Commune were called _____ because of their clothing.
5. During the National Convention of 1792, dissenting groups or _____ disagreed over the fate of Louis XVI.
6. Napoleon seized power during an overthrow of the French government, which is called a _____.
7. In 1799, Napoleon controlled the _____, a new government in which Napoleon had absolute power.
8. _____ is the cultural identity of a people based on common language, religion, and national symbols.

Critical Thinking
18. Making Comparisons Examine the different systems of government in France from 1789 to 1812. Which was the most democratic? Which form of government was the most effective and why?

Writing About History
20. Answers may include all three revolutions were reactions to oppressive regimes; American: overseas colonial power; French and Russian: despotic monarchy. The American and French revolutions were influenced by Enlightenment ideals, both issued Declarations, and citizens were willing to fight to gain freedom. The Russian Revolution promised to redistribute the nation’s wealth to the people, but really replaced one repres-
Making Decisions

Applying Technology Skills

Analyzing Sources

Writing about History

Analyzing Maps and Charts

Making Decisions

Analyzing Sources
Candide

Historical Connection
Voltaire’s first-hand observations of the Prussian Army served as the basis for this portion of Candide.

Background Information
Setting This excerpt satirizes the reign of Frederick the Great of Prussia, who increased the Prussian army to 200,000 men.

Characters Candide is an innocent wanderer who seems to fall from one catastrophe into another. Dr. Pangloss is his mentor and instructor, and Cunégonde is a beautiful princess who did not wish to marry him.

Plot Students need to be reminded that Candide is a satire in which Voltaire criticizes both nobility and inhumane cruelty. Some consider this piece a landmark for the ideals of the Enlightenment. Voltaire argues for freedom of thought, social justice, and religious tolerance throughout the work.

Literary Element Candide is a novel. Students may need assistance recognizing the excerpt’s irony. A careful reading will put the piece in its proper historical perspective.

about the author
François-Marie Arouet was born in Paris and educated at a Jesuit school. Even at an early age, Voltaire was known for his wit, intelligence, and sense of justice. In 1717, the young Arouet was arrested and imprisoned for writing satirical verses criticizing the French government. Not long after his release from prison, Voltaire was exiled to England, where he studied the ideas of John Locke and Isaac Newton. Upon his return to France, he wrote a book praising the ideals represented by these two men, and again angered the government. From 1745 to 1750, however, he served as historiographer to Louis XV, and, in 1746, was elected to the French Academy. After having lived in Berlin and Switzerland, Voltaire returned to France in 1758, where he remained until his death.
4. CRITICAL THINKING

Applications Activity

Write a satirical piece criticizing something about a television show or movie. Remember that a satire does not directly attack but criticizes by showing how ridiculous something is.

Focus

Ask students to propose ways in which government can and should recruit soldiers for their armies. Is there a fair and equitable way to recruit military personnel, especially during times of war?

Teach

Reading Comprehension

After the class has read this excerpt, assign them to work in small groups and have each group rewrite a particular part of the piece in modern English. When groups have finished their work, have one member of each group read the selection written by the group. How does the modern version compare to Voltaire’s original writing?

Critical Thinking

Read aloud to the class the sentence on page 573, “One fine spring morning he took it into his head to go for a walk, stepping straight out as if it were a privilege of the human race, . . . to use his legs as he chose.” Ask students how this passage relates to the following quote by Voltaire, “Liberty of thought is the life of the soul.” How does the passage relate to the ideals of the Enlightenment?